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ABSTRACT

This document, the third in a series on diversity in the classroom, examines the responsibility of teachers to their diverse students. Section 1, "Introduction," reviews the issue. Section 2, "A Shared Responsibility," describes the context within which to build practices that help children become stronger. Basic to this section is the belief that a partnership between parents and teachers is essential to teaching students necessary prosocial skills. Section 2, "The Social Curriculum," discusses how the distinction between academic and social learning is relatively arbitrary and built on the belief that many children in today's classrooms lack the basic social skills necessary to build and maintain positive social relationships. Section 3, "The Democratic Classroom," places the teaching of responsibility into the classroom context, suggesting that classroom expectations, rules, and behavior can be enhanced by adopting democratic classroom practices that encourage students to take responsibility for their behavior. Section 4, "Challenging Behaviour," recognizes that despite positive home/school partnerships and classroom practices that teach and reinforce responsible behavior, some students will challenge teachers. While the entire document presents suggestions and strategies appropriate for all students, this section offers an escalation model of acting out behavior describing four distinct, identifiable behavioral levels with corresponding response styles and skills presented. Two appendixes present an attitudes toward conflict chart and 10 tips for crisis prevention. (Contains 53 references.) (SM)

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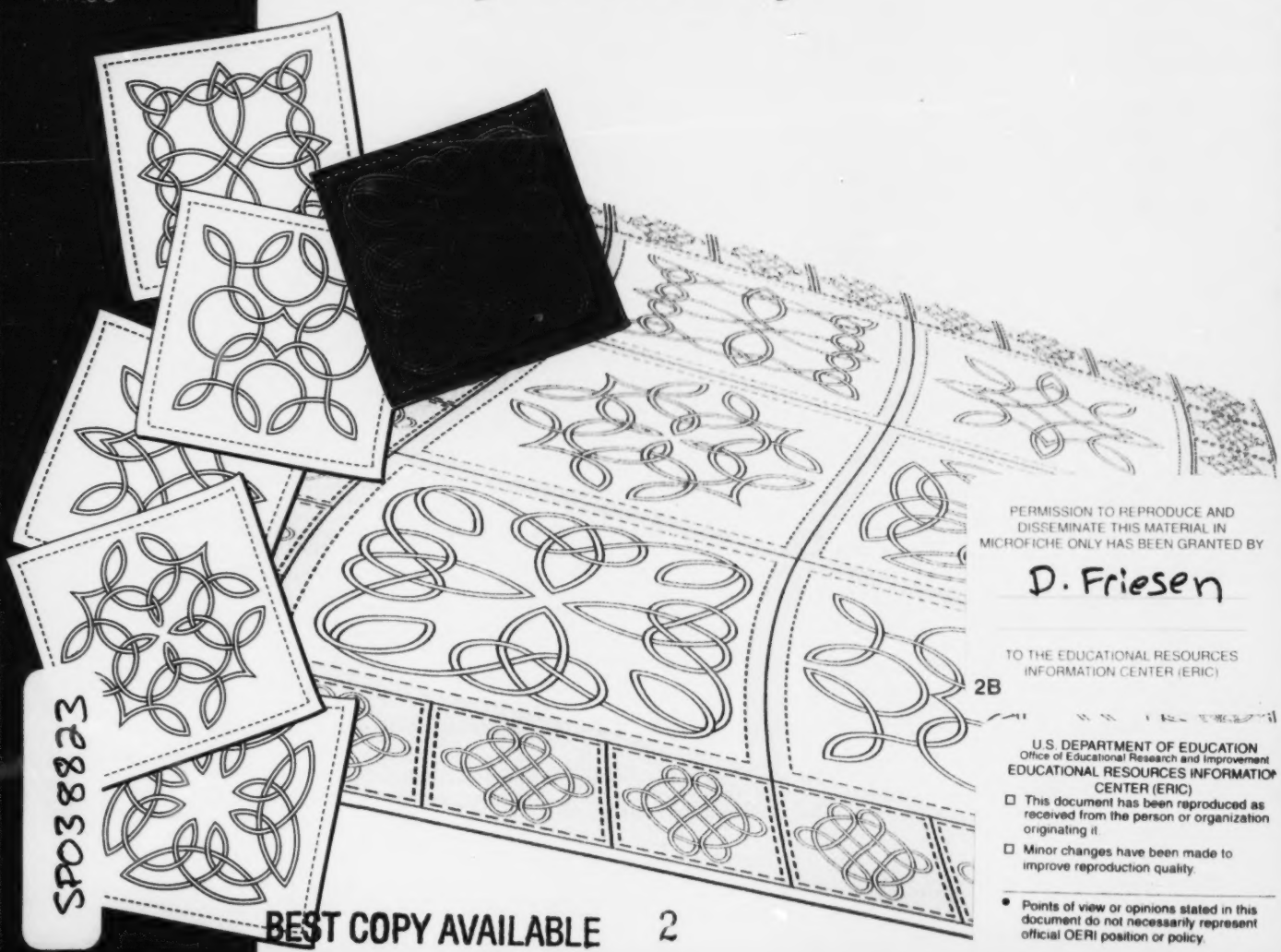
Diversity in the Classroom Series

Number Three

Growing Stronger:

Teaching and Learning Responsibility



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Foreword

"Diversity in the Classroom" is a series of resources prepared for educators by educators. Working with an advisory committee of educators, authors research each topic thoroughly, distilling theory into a practical resource. The documents are research-based, concise yet comprehensive, and we hope of immediate use to teachers.

Guided by the following principles, each of the seven documents in the series:

- supports a learner-centred climate conducive to transactional and transformational learning
- encourages inclusion and celebrates diversity
- promotes teacher development that accommodates children's needs
- challenges teachers to examine assumptions and beliefs
- respects and empowers all members of the learning community.

Just as the blocks of a quilt are assembled to form a larger and more complete picture, so, too, will you find that the seven documents together form a more complete picture of "Diversity in the Classroom". We invite you to explore each of the documents in the series.

Caroline Krentz
Director, SIDRU

"Honouring Diversity in the Classroom: Challenges and Reflections" is the foundational document which provides the framework for the other documents. Each of the other six documents presents a different block of the "Diversity in the Classroom" quilt.

Gwen Dueck
Director, SPDU

We hope you enjoy working with this resource and will consider the other documents in the series. Your comments and suggestions are always appreciated.

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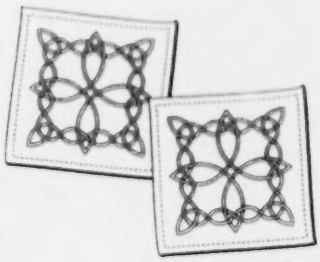


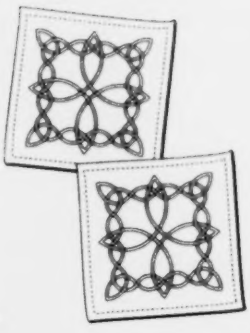
Introduction

One of the purposes of education is to provide children with the skills and knowledge to function capably as adults. With the world changing rapidly, the abilities acquired in schools today need to be reassessed, as do the ways in which students are expected to learn.

Saskatchewan Education (1995)

If children are to successfully face the challenges of life's stresses and become capable adults occupying meaningful and productive roles in society, they must grow in their belief that they are capable, socially competent, and have influence over important aspects of their lives. Children become stronger by learning skills that enable them to understand and express their own feelings, opinions and beliefs; experience positive relationships; be responsible; and make wise decisions.

At a recent North American School-To-Work Summit, Canadians Dr. MaryAnn Mclaughlin, Director of the Conference Board of Canada, and Keith Gray, vice president of the Business Council of British Columbia (1995), outlined the skills young people need if they are to succeed in our changing world. In presenting an Employability Skills Profile, Mclaughlin noted that the profile organizes around three categories:



1) academic skills;

2) personal management skills; and

3) teamwork skills.

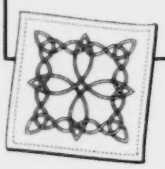
For Mclaughlin, important academic skills include the

ability to communicate, apply critical thinking and problem-solving skills, and a willingness to learn. Identified personal management skills include demonstrating positive attitudes and behaviours, responsibility, and the ability to adapt to change. The ability to understand and work well with others is also critical for the future success of our students. Mclaughlin states that this profile helps teachers and students see the connection between the skills learned at school and those required for success outside the classroom.

Top Ten Employability Characteristics

- ✓ communication skills,
- ✓ positive attitude,
- ✓ adaptability,
- ✓ high performance standards,
- ✓ good work ethic,
- ✓ responsibility,
- ✓ productivity,
- ✓ honesty/reliability,
- ✓ willingness to learn,
- ✓ ability to analyze and evaluate.

Business Council of British Columbia, 1995



If we are to meet diverse student needs in the context of an inclusive classroom, and provide students with the academic and behavioural programming necessary to become capable, socially competent adults, it is necessary to have programs which intervene at a variety of levels. The goal of these programs should be to provide children with opportunities to strengthen their academic and personal management skills and provide them with opportunities to grow in their ability to understand and work well with others. Central to preparing children to be successful outside the classroom is an acceptance of discipline as part of the learning process that helps students become stronger. To become stronger, children need teachers and parents who encourage and support them and provide them with the skills necessary to become responsible for their own learning and behaviour. Teachers who provide students with classroom opportunities to learn positive social skills and who incorporate democratic classroom practices into their daily activities help their students become stronger.

The first section, *A Shared Responsibility*, describes the context within which to build practices that help children become stronger. Basic to this first section is the belief that a partnership between parents and teachers is essential to teaching students pro-social skills needed to succeed.

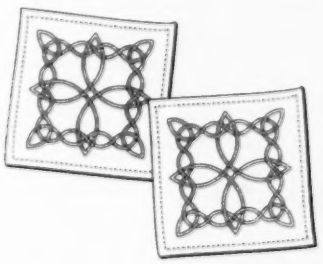
The second section, *The Social Curriculum*, opens with the thought that the distinction between academic and

social learning is relatively arbitrary and is built on the belief that many children in today's classrooms lack the basic social skills necessary to build and maintain positive social relationships. Readers are challenged to look at their teaching practices and to consider taking opportunities for social teaching by incorporating aspects of the social curriculum into their classroom instruction.

Discipline is part of the learning process that puts structure around relationships and helps children know how to get along.

The third section, *The Democratic Classroom*, places the teaching of responsibility into the classroom context. The view taken in this section is that classroom expectations, rules, and the encouragement of appropriate classroom behaviour can be enhanced by adopting democratic classroom practices that encourage students to take responsibility for their behaviour. Basic to this third section is the notion that students cannot learn to be responsible without being given choices and opportunities to make mistakes and to learn from them.

The fourth section, *Challenging Behaviour*, recognizes that despite positive home/school partnerships and classroom practices that teach and reinforce responsible behaviour, some students will challenge teachers with a range of behaviour from passive and withdrawn, to aggressive and acting out. While the entire document presents suggestions and strategies appropriate for all students, this section presents an escalation model of acting out behaviour describing four distinct, identifiable behavioural levels with corresponding response styles and skills presented. Personal awareness and effective management skills are key to effective management of challenging behaviour.



A Shared Responsibility

Parental involvement in the educational enterprise is neither a quick fix nor a luxury. It is absolutely fundamental to a healthy system of public education.

Henderson, A. T. (1988)

Kids today?

"What's the matter with kids today? Why can't they be like we were, perfect in every way?"

Daily life in the classroom reflects a complex pattern of interactions between the teachers and students. Managing these interactions goes far beyond preparing and teaching lessons. For the most part, teachers expect children to come to school with the basics of appropriate social skills learned through interactions at home, at play, and in the community. While teachers usually accept their role to assist students in the development of social behaviour, they rarely see fundamental social and behavioural development as their responsibility. Regardless, today's reality is that many children in classrooms lack the basic social, emotional and cognitive skills necessary to participate in the learning process. Concerned teachers appreciate support in meeting the

challenge presented by children who resist, and sometimes ruin, the best-laid curriculum and teaching strategies.

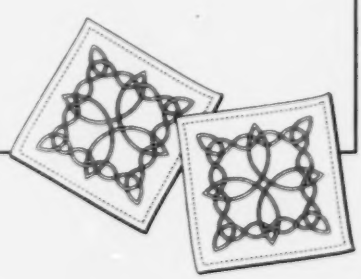
On television, today's youth see self-medication, drinking, casual sexuality, acts of violence and miraculous solutions to problems . . . (Glenn & Nelson, 1993)

Today's children are not like those of past generations for good reason. The influences that shape the lives of many of today's children are very different. Because of social and economic changes, family patterns and work arrangements have irrevocably changed. Consequently, many children receive less guidance from their parents. Fewer adults in the community make it their responsibility to know and look out for children. Instead, many children learn about values and how to behave largely from television and their peers. For the first time in history, a generation of young people are receiving its impressions about life from the media rather than from personal, caring interactions (Glenn & Nelson, 1993).

Reflection

Are fewer adults in the community making it their responsibility to know and look out for children...

How might I take responsibility to know and look out for children in my community...



Parents as Partners

When the parents and the teacher respect, trust, and communicate openly with one another, a partnership is formed. Both parents and teachers have unique contributions to bring to such a partnership, which in turn, can be beneficial not only for the student but for the families and teachers as well (Turnbull and Turnbull, III, 1990).

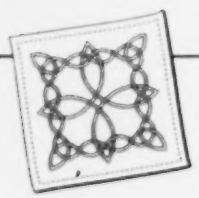
The overall social, emotional, physical, and academic growth and development of children is inextricably linked. Changing social contexts demand changing practices. Positive self-regard and a sense of personal influence contribute in key ways to student achievement. While these attitudes are largely formed at home, they are strongly influenced by the interactions between the family, community, and the school. All children benefit from extra attention and help, regardless of the source. Help, however, is most effective when it comes from parents. It is clear that everyone benefits when parents are involved in their children's education. The particular forms of involvement do not seem to be as important as the fact that the involvement is reasonably well-planned, comprehensive, and long-lasting (Henderson, 1988).

Reflection

Am I comfortable having parents involved in our classroom...

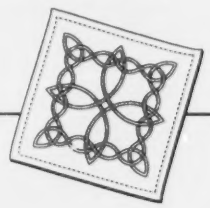
What role do parents have in the classroom...

How can I encourage parents to become involved in our classroom...



Research on school reform consistently points to the importance of parent involvement in children's schooling. Henderson (1988) highlights the following points reflected in the research on parent involvement:

- The family provides the primary educational environment for children
- Parental involvement in their children's schooling improves achievement
- To be effective parental involvement must be comprehensive, well-planned, and long lasting
- Parental involvement at the school level improves student achievement.



Tips

Developing Trust and Respect with Parents

- ✓ Accept families as they are.
- ✓ Help families feel comfortable by sharing information and resources with them.
- ✓ Prepare for meetings so that your knowledge will be obvious at the right moments.
- ✓ Focus on the hopes, aspirations, concerns, and needs of family members.
- ✓ Keep your word. Return calls promptly and share materials as promised.
- ✓ Allow the family's expertise to shine.
- ✓ Be there when needed.

From Margolis & Brannigan, 1986

Building Trust with Culturally Diverse Families

- ✓ Whenever possible provide written materials in the family's native language.
- ✓ Use community representation and/or peers to develop initial relationships.
- ✓ Be especially sensitive to the logistical constraints and be flexible in working with the family to find viable solutions that are comfortable for the family.
- ✓ Encourage families to share with you their view of their situation. Such a sharing of the family's story and perspective may reinforce to the family your genuine interest and concern.

From Seligman & Darling, 1989

The Teacher - Student Relationship

Teachers, regardless of how long they have been in the classroom, understand that teaching can be a fragile, sometimes puzzling, process. Lessons can go well when least expected, and the best-prepared lessons can fail. The teaching process is a delicate balance between meeting the needs of the group by maintaining social order and meeting the unique needs of each student. Success or failure in the classroom is linked to teachers' beliefs about their students and influenced to a large degree by the teacher-student relationship. How teachers relate to students depends very much on the perceptions they hold of students, student behaviour and teaching.

Structured choices help both the teacher and students by creating a balance between excessive order and unlimited freedom. If teachers are to achieve a balance in the classroom, that is, freedom with order, it is crucial for both teachers and students to share the responsibility (Albert, 1990).

Schools, next to homes, likely exert the single greatest influence on how students see themselves (Purkey and Novak, 1984). Research clearly shows that student success or failure is related to the ways in which they perceive themselves and their environments. These perceptions are influenced by the myriad of messages students receive in school. Teacher attitudes, attention, expectations, encouragement, and evaluations are of primary importance in influencing students' view of themselves as learners. When teachers believe students are capable, valuable and responsible, and view teaching as a process of inviting students to see themselves as capable, effective learners, they are well on their way to inviting students to succeed.

Reflection

How do I help students see themselves as:

capable?

valued?

responsible?

How do I encourage students in my classroom to be responsible?

One way to begin thinking about how we perceive and interact with students is to reflect on what we do. Teachers who invite students to succeed by enhancing students' self-perceptions answer "yes" to the following questions.

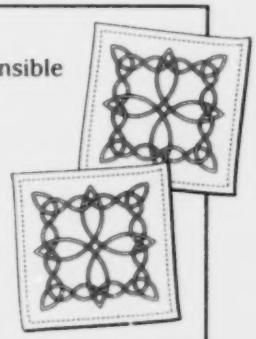
Characteristic Attitudes and Behaviours of Teachers Who Enhance Positive Learner Self-Perceptions

- Do I accept students, regardless of their background?
- Do I enjoy the diversity of individual differences in my class?
- Do I avoid equating students' work with their self-worth?
- Do I respect the personal dignity of students?
- Do I treat student mistakes as an opportunity for new learning and growth?
- Am I happy to be involved in teaching?
- Am I flexible; willing to revise plans as needed?
- Do I trust students to carry out projects responsibly?
- Do I have positive and realistic expectations of students?
- Do I seek new and worthwhile ideas for improving teaching?
- Do I purposefully plan activities at which students can succeed?

Adapted from Beane, J.A. & Lipka, R.P. (1986)

TIPS

Positive relationships between teachers and students encourage responsible behaviour. These relationships are developed and nurtured when we:



- ✓ Talk with and listen to our students
- ✓ Are available to them - students cannot wait
- ✓ Praise students' efforts and accomplishments
- ✓ Emphasize things done right
- ✓ Are direct - tell students what we expect
- ✓ Set reasonable, related, and respectful limits
- ✓ Are a good role model - actions speak louder than words
- ✓ Occupy students' free time with positive activity
- ✓ Keep commitments we make
- ✓ Model acceptance of mistakes
- ✓ Challenge students with achievable goals
- ✓ Provide students with opportunities to have input into what goes on in the classroom

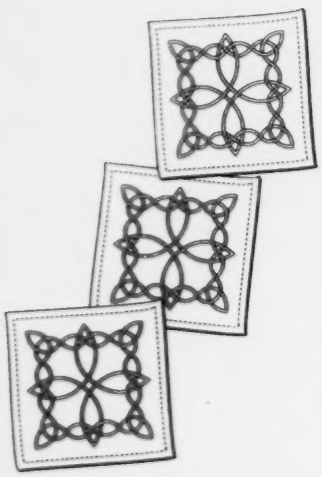
Adapted from School Safety Update, 1993

The Social Curriculum

The rule to remember is what you teach is what you get, and where you teach it is where you get it.

Walker (1979)

For many children, school is often the first real exposure to the larger social world beyond their family. While in school, the majority of children learn to get along with their classmates and acquire the social skills necessary to function effectively within their social world. Skills such as listening to others, taking turns, contributing ideas, explaining oneself clearly, encouraging others, and criticizing ideas and not people are important, not only in classroom and playground activities, but are important throughout life (Hymel et al, 1993).



Traditionally, the primary concern of schools has been the development of academic skills or the three "Rs" _ reading, writing and arithmetic. However, there is another area of learning which takes place as children move through our educational system, a fourth "R" of schooling: relationships. The fourth "R" can be viewed as the social skills and procedures that facilitate interpersonal relationships. The fourth "R" is the part of the school curriculum that teaches students how to effectively communicate their thoughts and feelings; it is the aspect of the school curriculum charged with the responsibility of teaching students to appreciate themselves and get along with others (Solomon, Davidson & Solomon, 1992).

Elliott & Gresham (1991) suggest that many students come to school lacking appropriate social skills for a number of reasons.

1) Some students lack the knowledge to behave appropriately because they are unable to recognize the goals of peer interactions. They may lack the strategies to attain socially appropriate goals, or lack the ability to regulate their behaviour to match various social contexts.

A student's ability to initiate and to maintain positive relationships with others is an important developmental process (Ager & Cole, 1991).

2) Some children have not had adequate practice in performing newly learned skills.

3) Certain children fail to generalize newly acquired skills to different situations or settings.

4) Some children lack the reinforcement and, therefore, incentive to perform appropriate social skills.

5) For some children, problem behaviour blocks or prevents them from skill attainment or performance.

Social skills are the tools which build relationships and reduce negative interactions. Certain children, however, lack the necessary skills to build, maintain, and end social relationships.

Social skill deficits are due to:

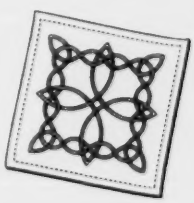
1) lack of knowledge,

2) lack of sufficient practice or feedback,

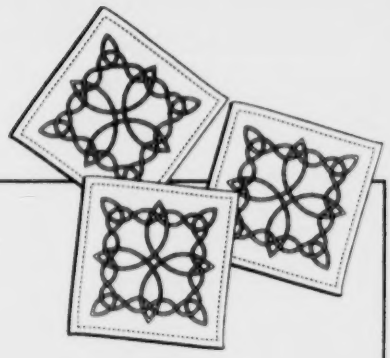
3) lack of appropriate opportunities,

4) lack of reinforcements,

5) interfering problem behaviour.



Reflection



Core Pro-Social Behaviours

Cooperation	➥	behaviours such as helping others, sharing materials, complying with rules and paying attention to instructions
Assertion	➥	initiating behaviours, such as asking others for information, introducing oneself, responding to the actions of others (peer pressure, insults)
Responsibility	➥	behaviours that demonstrate accountability and self-reliance
Empathy	➥	behaviours that show concern and respect for others' feelings and viewpoints, and active listening skills
Self-Control	➥	behaviours that emerge in conflict situations such as responding appropriately to teasing and in non-conflict situations behaviours that require taking turns and compromising

Adapted from Elliott & Gresham, 1991

I can see these pro-social behaviours in action when ...

Teaching of Pro-Social Behaviour

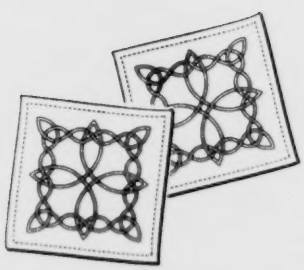
Social skills are learned behaviours that enable students to form successful relationships. Positive social skill development is one of the most important accomplishments of childhood. People do not know instinctively how to interact effectively with others. Nor do interpersonal and group skills appear when they are needed. For this reason, these social skills must be taught.

Teachers can effectively teach social skills to their students.

The distinction between academic and social behaviour is arbitrary. The same principles of learning apply to both academic and social behaviour. Academic and social behaviour respond to the same sort of interventions. The critical distinction between the two is not found in the behaviours or nature of the treatment, but in the minds of the teachers and researchers.

Basic assumptions about social behaviour (Elliott & Gresham, 1991):

- Social behaviour takes place between individuals and can include nearly all behaviour.
- Social behaviour is learned and determined in part by prior experience.
- Social behaviour is influenced by the context (situation) in which the students find themselves.
- Social behaviour can be changed by various interventions.
- Inappropriate social behaviour interferes with social, academic, and emotional growth of students.
- Variability in teacher tolerance complicates efforts to deal with social behaviour.



- When teachers fail to define objectives for social skills, their interventions are almost always reactive. This means that work on social skills is often directed at controlling the student's behaviour at an acceptable level.

Social skills intervention in the regular classroom or generalized to the regular classroom show greater promise for sustained behaviour.

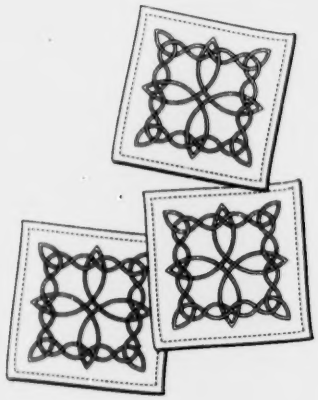
Social skills training programs have been developed in an attempt to directly alter the peer relations and longer-term outcomes of children who are socially rejected or isolated from their peer group. Although there are countless approaches and commercially available packages to teach children social skills, most have at least two common goals:

Social knowledge

- to increase student's awareness and sensitivity of how their social behaviour affects others.

Skill acquisition

- to teach new pro-social skills believed to be deficient in the children's social repertoire.



Incidental Teaching of Social Skills

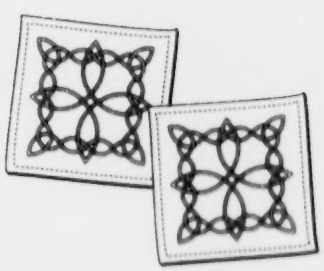
Incidental teaching of social skills is a natural way to promote students' peer interactions and social development (Brown, McEvoy & Bishop, 1991). During incidental teaching of social skills, the periods of instruction are brief, conducted during unstructured activities and occur when students are interested. During these periods of instruction, the teacher models or demonstrates the expected skill, or encourages a peer to not only model appropriate social behaviour, but prompt and shape appropriate social responding. If a student frequently has trouble with social interactions during these teaching episodes, it is likely that they will need more intensive, formalized social skills instruction.

There are three basic strategies that can be used to improve students social interactions:

1. prompts and attention or other reinforcing consequences for socially appropriate behaviour (prompt - when we work in a group we ... share material ... take turns ... listen quietly when someone is talking);

2. prompts and attention or other reinforcing consequences for socially appropriate behaviour initiated by students with weak social skills (attention - John, ... good sharing, ... good listening ... taking turns is important to being a group member, well done!);

3. arrangement of the classroom to encourage students' social behaviour.



Tips

Helpful Hints
for Incidental Teaching of Social Skills

1) identify children who would benefit from additional social interactions throughout the day;

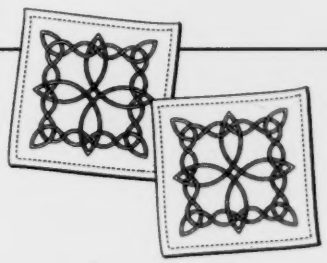
2) identify common classroom situations that allow for spontaneous teaching of social behaviour to students;

3) plan various methods of encouraging social interactions;

4) group children selected for incidental teaching of social behaviours to encourage interactions with classmates with good social skills;

5) make social interactions as pleasant as possible and be prepared to interrupt and redirect children if an interaction becomes disruptive.

From Brown, McEvoy & Bishop, 1991



Cooperative Learning

Cooperative learning is more than tossing students together in a group and telling them to talk together.

Although there are many different models of cooperative learning, all involve groups of students working together on academic tasks, discussing information, or practicing skills that support classroom instruction. Cooperative learning is more than just tossing students into a group and telling them to talk together. Work is carefully organized and structured so as to promote the participation and learning of all group members in a cooperatively shared undertaking (Davidson & Worsham, 1992).

Cooperative learning groups must be structured to include the essential elements of positive interdependence:

- each member can succeed only if all members succeed,
- face-to-face interaction, during which students assist and support each other's efforts to achieve,
- individual accountability to ensure that all members do their fair share of the work,

Teaching necessary social skills is an ongoing job for the classroom teacher.

- the interpersonal and small group skills required to work cooperatively with others,
- group processing in which groups reflect on how well they are working together and how their effectiveness as a group may be improved.

Cooperative learning situations are not nearly as successful if socially unskilled students are put together into small groups and merely told to cooperate (Hymel, Zinck, & Ditner, 1993). Teaching necessary social skills is an ongoing job for the classroom teacher accomplished through consistent monitoring of student interactions in the groups, encouraging positive social skills and cooperative behaviour, and intervening when necessary to directly train collaborative skills.

Tips

Teaching Interpersonal and Small Group Social Skills Using Cooperative Learning

1. **Define the skill in clear, explicit terms.**

   "When I say, 'Get into your groups quickly and quietly,' I mean that you should pick up the materials you will need and go to your work spot without speaking."

2. **Provide a reason for the skill.**

   "Why do you suppose you ran out of time yesterday? What happened to cut short your working time?"

3. **Record students' descriptions of the skill.**

   "Let's describe what it looks like when you are getting into your work group quickly and quietly....now tell me what it sounds like when you are getting into your work group quickly and quietly."

4. **Practice the skill.**

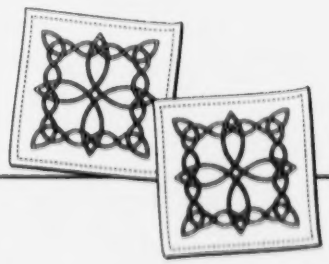
   "Let's practice getting into our working groups. I'm going to watch the clock and see how quickly you can do it this time."

5. **Discuss and reinforce students' efforts.**

   "That time you took just twenty-five seconds. That's a big improvement!

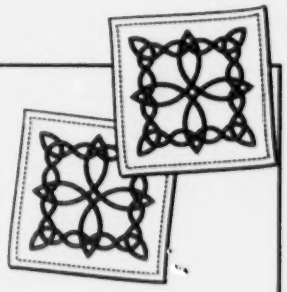
6. **Practice the skill when needed.**

   "We haven't practised getting into work groups quickly and quietly for a while, and I've noticed that we're starting to take longer and get louder again."



Adapted from Ellis & Whalen (1990)

Reflection



What social skills do I expect and encourage in our classroom...

What cues and prompts do I use to encourage expected behaviour...

How might we arrange the room to encourage student interaction...

How do my teaching practices encourage social interactions...

What changes could I make to incorporate incidental teaching of social skills into our every day classroom practice...

In what ways might I incorporate cooperative learning...

Conflict Resolution — Peer Mediation Programs

Peer mediation empowers students to resolve their own disputes, regulate and control their own behaviour and the actions of their classmates.

The challenge of creating safe and healthy school communities belongs to parents, students, teachers, and administrators. The way a school community responds to conflict has a profound effect on the overall climate of a school. A healthy school community needs to become a place where destructive conflicts are prevented and where constructive conflicts are used to teach important life skills promoting peace and fairness.

Peer mediation programs offer students opportunities to learn to deal with conflicts by learning resolution and problem-solving skills. Further, peer mediation programs provide students with opportunities to deal with different opinions, to listen to and understand different points of view, teach students to resolve disputes and negotiate solutions on their own, and to maintain respect for each other in conflict situations.

Teaching students mediation procedures and skills empowers them to regulate and control their own behaviour and deal constructively with the actions of their classmates. Conflict resolution and peer mediation programs assume that conflict is normal and such conflicts can be used as a positive force to foster personal growth and change.

Teachers can use conflict resolution skills to strengthen their classroom management style and strengthen their relationship with students. Teachers who consistently use these skills to deal with routine classroom conflicts will model the skills necessary to get their students to utilize the skills themselves. Students who are part of a non-threatening classroom environment that encourages cooperation, trust, and group interaction, will have many opportunities to practice and reasons to choose non-violent conflict resolution strategies.

In most routine classroom disputes, students can solve their own conflicts provided they have been taught some basic communication and problem-solving skills.

Conflict resolution and peer mediation programs introduce and direct an active behaviour change process with specific benefits including:

- building a sense of cooperation and improving school climate by promoting communication and mutual understanding between individuals.
- improving parent-student-teacher relationships within the school.
- developing student leadership skills and increasing student participation.
- promoting self-esteem for all students.

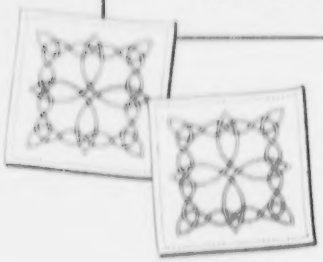
(Schumph et al, 1991)

TIPS

Conflict Resolution Corner

An effective classroom approach for using conflict resolution is the "conflict resolution corner". When conflicts arise in the classroom, teachers can refer the disputing students to the conflict corner, which contains information reminding them of the ground rules and steps for effective problem solving.

(This idea comes from the National Association for Mediation in Education - NAME.)



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Conflict Resolution Skills

A. Active Listening:

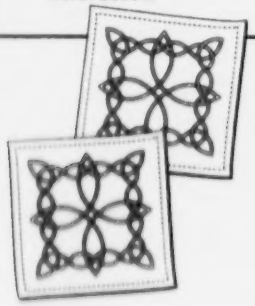
Active listening encourages understanding. It might take the form of restating what another person has just said. It lets the other person know that you have heard what has been said, and provides a chance to clarify misunderstandings.

As an active listener, you must temporarily tune out your own point of view and tune into the other person's thoughts and feelings. You then share with that person your understanding and check for accuracy. The main skills involved in active listening are:

Tips

Communication Blockers Discourage Understanding

- ✓ Talking to someone else
- ✓ Not paying attention
- ✓ Judging the other person
- ✓ Changing the subject
- ✓ Talking about yourself
- ✓ Saying you're not interested



1. **Body Language**
   - Making eye contact
   - Nodding
   - Leaning forward
   - Saying "uh-huh"

2. **Paraphrasing**
   - "I hear you saying... is that right?"
   - "It seems that ... is that right?"

NOTE: These are culturally based. In a multicultural classroom these may not indicate active listening to all.

3. **Asking Clarifying Questions**
   - "Do you mean ... ?"
   - "Can you tell me more about ... ?"

4. **Reflecting Feelings**
   - "It sounds as though you feel ... is that right?"

B. "I" Messages

Most confrontation messages are "YOU" messages which usually raise the level of conflict. "You" messages blame, accuse, threaten, or put the other person down. "You" messages create feelings of resentment, hatred, and revenge. "I" messages allow you to express to another person your need for them to change their behaviour, without blaming them or putting them down. "I" messages create a positive climate that promotes communication and problem solving.

Tips

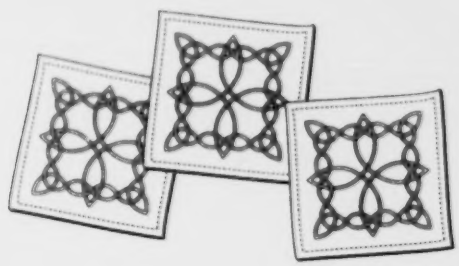
- ✓ Calm down
- ✓ Agree to solve the problem
- ✓ Respect each other: no name-calling
- ✓ Listen without interrupting
- ✓ Focus on the behaviour, not the person
- ✓ Carry out your agreement

- **State the feeling** ... *(John, I feel angry)*
  expressed feeling assists understanding at a personal level.

- **State the other person's behaviour** ... *(when you interrupt me)*
  objective descriptions (see, hear, touch) clarify the specific behaviours; judgements and inferences are to be avoided.

- **State the effect on you** ... *(because what I have to say is important)*
  tangible effects can be expressed in terms of costs to you (time, money, work).

- **State what you want to happen** ... *(I need you to listen until I am finished)*
  clear expression of needs lets the other person know what you want.



C. *Negotiating a Solution*

(Keister, Laird, Immell, & Barr, 1995)

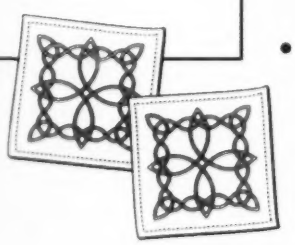
Before students try to resolve a conflict they will need to agree on some basic ground rules. You may wish to develop rules as a group.

The Process: (Keister et al. 1995)

Reflection

How could conflict resolution skills and the mediation process be used in our classroom...

What benefits are there to using these skills and the process in our classroom...



- **State the problem as you see it.** Each person, in turn, states what their feelings are and what they want from the other person in order to resolve the conflict. An "I" message is helpful here.
- **Open the discussion** to other points of view and agree on the conflict to be resolved. Active listening skills are important. Example: My understanding of what you are saying is ... To solve this problem we need to find a way to...
- **List the possible solutions together.** In searching for solutions both must listen to all ideas without judging them. Example: What must we do to solve this problem ...
- **Veto the solutions that are not acceptable.** Each person has an opportunity to rule out any of the solutions that do not meet their needs.
- **Evaluate the solutions that are left.** Both students decide which of the remaining solutions best meet both their needs.
- **Do the solution most acceptable.**

Mediation Process

The following script may be helpful for students using the mediation process.

Introduction and ground rules

Our names are and we are your student mediators. What are your names? Mediators do not take sides, we are not judges, and we are not here to punish you or tell you what to do. We are here to help you solve your conflict/problem.

Everything you say is confidential and won't leave this room except if it involves possible harm to yourself or another person, or if a school-wide rule has been broken. Then we'll have to report it to our advisor.

Do you have any questions?

There are five ground rules you must agree to before we begin. They are:

1. Agree to solve the conflict.
2. Tell the truth.
3. Respect each other, no name calling, blaming or fighting.
4. Listen without interrupting.
5. Take responsibility for carrying out the agreement.

Do you agree to these rules?

Step 1: **State the problem (telling the story)**
Student 1, tell us what happened. You said "*(summarize)*"
You feel *(state the feeling)* because *(what happened)*
Repeat *Student 2*, tell us what happened...

Step 2: **Open the discussion**
Student 2, tell me what *Student 1* just said and how do you feel about that?
Repeat for *Student 1*

Step 3: **List possible solutions**
How do you think you can solve this conflict? Or, what do you need to solve this problem? Or, what ideas do you have for a solution? I will write your ideas down and later you will pick the idea or ideas that you both like the best.

Step 4: **Veto the solutions not acceptable**
Student 1, which solutions are not agreeable to you or do not meet your needs?

Student 2, which solutions are not agreeable to you or do not meet your needs?

Step 5: **Evaluate and choose the best solution**
Student 1, you have agreed to *(solution)*.
Student 2, you have agreed to *(solution)*.
In the future what could you do differently to prevent this from happening again? If the conflict is solved, write out the agreement. Congratulations on resolving your conflict. Thank you for coming to mediation. If we can be of help again, please come back.

Step 6: **Do the solution**

Conflict Management Style (Kreidler, 1984)

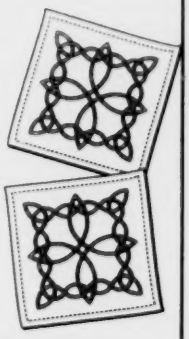
Every teacher manages conflict differently. There is no "right" set of personal characteristics or behaviours that lead to success. There are times when ignoring a conflict is the best approach. There are also times, particularly when a child's personal safety is at risk, when a very firm, no-nonsense approach to conflict is necessary. The following inventory is intended to help you take a closer look at how you respond to classroom conflicts. The purpose is not to judge your particular style, but rather to make you more aware of it.

Inventory

Read each statement. If a statement describes a response you usually make to classroom conflict, write "3" in the appropriate answer blank. If it is a response you sometimes make, write "2" in the blank; and if you rarely or never make that response, write "1" in the appropriate blank.

When there is conflict in the classroom, I:

- ☐ 1. tell the kids to knock it off
- ☐ 2. try to make everyone feel at ease
- ☐ 3. help kids understand each other's point of view
- ☐ 4. separate kids and keep them away from each other
- ☐ 5. let the principal handle it
- ☐ 6. decide who started it
- ☐ 7. try to find out what the real problem is
- ☐ 8. try to work out a compromise
- ☐ 9. turn it into a joke
- ☐ 10. tell them to stop making such a fuss over nothing
- ☐ 11. make one kid give in and apologize
- ☐ 12. encourage the kids to find alternative solutions
- ☐ 13. help them decide what they can give on
- ☐ 14. try to divert attention from the conflict
- ☐ 15. let the kids fight it out, as long as no one gets hurt
- ☐ 16. threaten to send the kids to the principal
- ☐ 17. present the kids with some alternative choices
- ☐ 18. help everyone feel comfortable
- ☐ 19. get everyone busy doing something else
- ☐ 20. tell the kids to settle it on their own time



The scoring sheet is found in Appendix A.

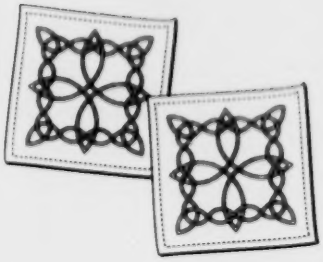
The Democratic Classroom

Students cannot learn responsibility without choices and without opportunities to make mistakes and learn from them.

The Responsibility Model

School climate, although hard to define, is the general mood or feeling sensed when entering a school. A school's climate is reflected in the behaviour and attitudes of the principal, teachers, parents and students. A school-wide commitment to the belief that all students have the potential to make good behavioural choices and for becoming responsible students is essential if students are to learn to be responsible. A positive school climate fosters an environment where adults and students alike feel included and valued, regardless of gender or cultural background.

Responsibility, cooperation and positive interdependence are the hallmarks of today's models of discipline. The goal of these models is teaching students the necessary skills to become self-regulated learners motivated to make responsible choices. Teaching students to be responsible takes more time and effort than teaching students to obey. Fortunately, the means to reaching these goals are specific, learnable skills that work in and outside the classroom for students and adults alike. In fact, you probably know and use many of these skills successfully in your adult relationships.

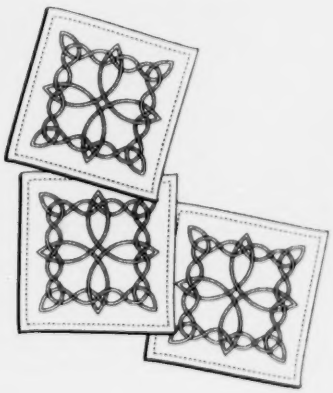


Discipline means taking time to teach students to be responsible.

Responsibility models of discipline foster critical thinking and promote shared decision making. Students cannot learn responsibility without choices and without opportunities to make mistakes and learn from them. At first glance, a discipline plan that teaches responsibility can seem threatening. Such a model invites student participation and provides an opportunity for teachers to see how they are contributing in significant ways to the discipline process.

Main goal:	to teach students to make responsible choices
Principle:	to have students learn from the outcome of their decisions
Consequences:	internally motivated, self-imposed, logical or natural
Students learn:	they are responsible, they have choices

Adapted from
Curwin R. L. & Mendler, A. N. (1988)

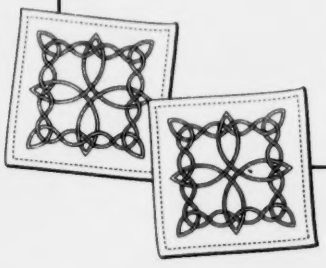


Reflection

Teaching students to evaluate themselves and their behaviour is critical to helping them become responsible, independent students (Goodman, 1992). The importance of self-evaluation in the behaviour change process is that the evaluation of behaviour comes from the student, rather than from the teacher. A useful technique to help students develop effective solutions to problems is to ask them questions that encourage self-evaluation. (You may also find the following questions useful in your own life.)

What do you want?	What do you want to change? How do you want your day to be? How do you want to be feeling? What do you want to hear? What do you want to see?
What are you doing?	What happened? Where did it happen? What worked about it? What causes that? What did they do when it happened? What did you say/hear?
Is it working?	Is it helping? Do you feel good about it? Are you happy? Can you accept the way it is? Have things improved? Is it better? Is it worse?
Do you want to make a plan?	What do you want to do? How could this go better for you? What would help? What do you need to carry out your plan? Can I help you with your plan? Are you going to do it?

Adapted from D. Chelsom Gossen, (1993)



I have noticed that happy people are constantly evaluating themselves and unhappy people are constantly evaluating others.

Dr. William Glasser

Providing students with opportunities to be decision makers is an effective way of helping them learn that they have influence over people and events around them. This can best be accomplished by:

1. **Increasing Student Awareness**
   Asking "What" questions helps focus the student's attention on their own behaviour in order to get the behaviour to stop and to encourage learning responsibility.

   "What are you doing?" "What are you supposed to be doing?"

2. **Providing Choices**
   Students become good decision makers when given the responsibility to make choices.

   "Choose five of the following math questions that best teach you how to multiply."

   When a rule is broken: *"What will help you to stop—giving yourself a reminder of the rule, writing an action plan, calling your parents in for a problem-solving meeting?"*

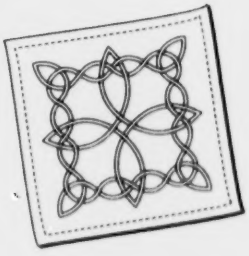
3. **Predicting**
   Predictable routines provide students with important and needed structure.

   "What do you think will happen if ...?" "When can I count on your doing ...?"

4. **Planning**
   A plan is a specific set of guidelines made by the student to be used the next time a similar situation occurs.

   "I want you to write a plan down and give a copy to me so that we can avoid a situation like this in the future."

Adapted from Mendler (1993)



The Social Contract (Curwin & Mendler, 1988)

Social contracts are a generic classroom tool that involves students in democratic decision making, encouraging responsibility. The social contract is a method of establishing an agreement of understanding between a teacher and students about rules and consequences for classroom behaviour. Social contracts:

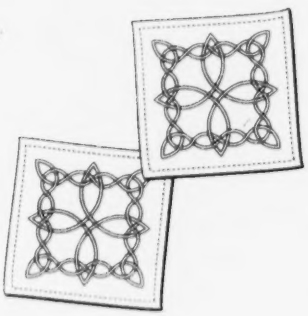
The social contract is a method of establishing an agreement of understanding between a teacher and students about rules and consequences for classroom behaviour.

- Involve students in the decision-making process
- Clarify expectations and rules
- Develop a range of effective, predictable consequences
- Allow for change with class needs
- Allow teachers to make decisions based on individual needs
- Empower students to make decisions rather than the teacher
- Maintain the dignity of the student and the teacher
- Establish communication between students, teachers, administrators and parents

Reflection

Incorporating a social contract into our classroom might move the students in the direction of responsibility by ...

Developing a Social Contract (Curwin & Mendler, 1988)



There are may different ways to develop a social contract. Creativity and flexibility allows for a social contract that fits personal style and situation. Typical contracts include the following features:

Sound classroom principles: General principles, based on teacher values and expectations provide the basis for classroom behaviour. Principles, like general rules, communicate expectations and a reason for the behaviour (e.g. being respectful, being courteous, being prepared).

Specific rules: Rules operationalize the principles. They clearly define what is and is not acceptable. Rules are most effective when they are positively stated and describe specific behaviour expected of students. Specific rules provide students with the predictability needed to develop responsibility.

Range of logical consequences: Consistently enforced consequences are a vital part of the social contract. Predictable consequences are important in helping students see the connection between their behaviour and the actions of others. Random and inconsistent consequences confuse students and contribute to a sense of loss of control over events and feelings of being "picked on" in the classroom. A range of predictable consequences provide the discretion needed to choose consequences to match individual circumstances.

Student input: Students' participation in developing classroom rules and consequences contributes to accountability and ownership for the plan.

Test student understanding: Testing students about the rules and consequences may ensure their understanding and prevent claims of ignorance.

Rules (Wong & Wong, 1991)

Rules are vital to daily life in the classroom. Rules communicate expectations and enable students to know what they need to do to meet with success in the classroom. Established rules are more than a list of do's and don'ts. Rules are expectations of how to behave. They serve as a framework for guiding both students' and teacher's behaviour. Rules provide a way to catch students being responsible.

If you are not prepared to enforce a rule every time it is "broken", do not make it a rule.

General Rules:

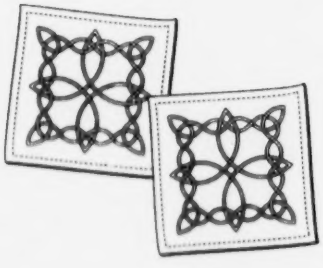
- more encompassing
- convey expectations for behaviour
- set the climate of classroom and school
- allow for flexibility
- must be explained (respect = no name calling)

Examples

- Respect yourself and others
- Respect school property
- Cooperate with others
- Be prepared

Specific Rules:

- take the form of procedures and routines
- tell the students what to do and when to do it
- must be carefully taught and retaught
- are clear and to the point
- cover one behaviour and are limited in number (no more than 5)



Examples

- Be on time
- Have materials ready to begin class
- Listen during instruction
- Raise your hand to ask a question
- Keep hands, feet, objects to yourself

Reflection

If I could have only three rules, they would be:

1.

2.

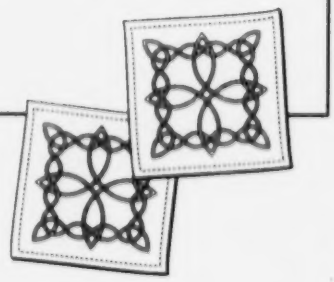
3.

When I asked students about the rules they thought to be most important in running our classroom, they said:

1.

2.

3.



Keys to Good Rules (Wong & Wong, 1991)

Establishing school-wide and classroom rules and setting limits are important first steps to promoting order and paving the way to teaching children to be responsible. The rules that are set and consistently monitored and enforced demonstrates your leadership role in the classroom, and prevents the majority of disruptive behaviour. Engaging students in the development of classroom rules moves one step further.

Good rules are:

Reasonable — normal, necessary, and functional

Observable — describe recognizable expected behaviours

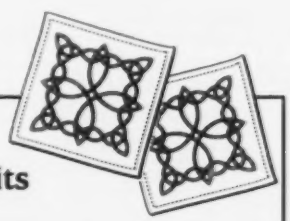
Positive — state the do's, not the don'ts

Enforceable — enforced every time the rule is broken

Few — kept to a minimum (no more than five)

Posted — act as a reminder

Tips



The Art of Setting Limits
A Five-Step Approach to Setting Effective Limits

- ✓ Explain to the individual exactly which behaviour is inappropriate.
- ✓ Explain why the behaviour is inappropriate.
- ✓ Give reasonable choices or consequences.
- ✓ Allow time.
- ✓ Enforce consequences.

Crisis Prevention Institute, 1983

Consequences (Nelsen, 1981)

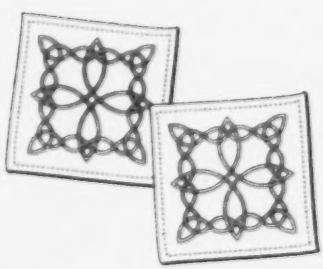
Consequences teach responsibility. Punishment fuels the fire of rebellion.

Consequences are what happen when a student follows or breaks an agreed-on rule. Students need to understand the cause and effect relationship between their behaviour and actions of others, and to accept that limits to behaviour are a reality. When agreed upon consequences consistently follow specific behaviour and are carried out in a firm, respectful manner, students learn to make better choices. Consequences teach responsibility. Punishment fuels the fire of rebellion. Creativity and the ability to see consequences that are logical extensions of rule violations are needed to develop effective consequences.

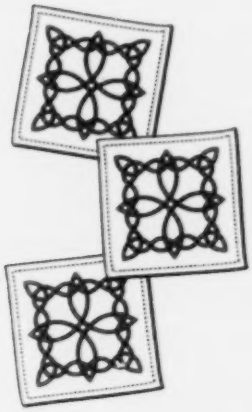
Natural Consequences: are uncontrolled events or behaviours that follow naturally, without adult interference. Natural consequences should not be used under the following circumstances:

- when the child is in immediate danger,
- when others rights are compromised,
- when the results of the behaviour do not seem to be a problem for the child,
- and when the child is too young to understand how to prevent the natural consequence.

Logical Consequences: do not happen naturally, they are planned by adults or children.



Effective Consequences (Nelson, Lott & Glenn, 1993)



Related: Consequences are logically connected to the misbehaviour. The closer the relationship between the consequence and the misbehaviour, the more valuable learning for the student. To maintain an appropriate relationship between the action and the consequence, we must establish consequences that are enforced at school.

Reasonable: Consequences are equal in proportion and intensity to the misbehaviour. Consequences teach students to behave appropriately, and are not intended to make them suffer. Unreasonable consequence lead to hostility.

Respectful: Consequences preserve a student's dignity and do not discourage students from making a positive contribution in the classroom. Respectful consequences are stated in a polite, calm manner and are not accompanied by name calling, blaming, judgements, lectures or discussions about the behaviour.

Examples:

Rule:	Work area is cleaned up after use.
Consequence:	Clean up area, pick garbage up and put materials away.
Punishment:	Write 100 times "I will not leave the work area in a mess."

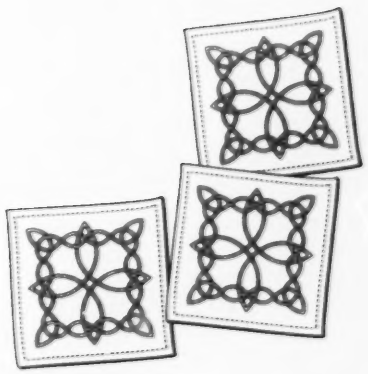
Rule:	Listen while someone is talking.
Consequence:	Wait five minutes before speaking.
Punishment:	Sit in the hall until recess.

Rule:	Be to class on time.
Consequence:	Be responsible for missed information and make up for time missed.
Punishment:	Go to the principal's office and miss the entire class. Make up all the work missed.

Rule:	Walk into class quietly.
Consequence:	Re-enter class quietly.
Punishment:	Miss recess.

Rule:	Hand in legible work.
Consequence:	Redo the assignment.
Punishment:	Receive a failing grade.

Rule:	Homework is to be completed on time.
Consequence:	Complete homework and work missed under supervision.
Punishment:	Sit in the hall and make up work missed.



Classroom Meetings (Nelsen, Lott, & Glenn, 1993)

Classroom meetings provide students with an excellent opportunity to develop the tools needed to become capable, connected, and involved. Regularly scheduled classroom meetings help students develop effective communication and problem-solving skills. Classroom meetings are a process that involves teachers and students in dialogue and mutual problem solving on real issues that impact on daily life in the classroom. Effective classroom meetings do not just happen, teachers need to teach students the process that empowers students to make choices about practical concerns and fosters student accountability.

Building Blocks for Effective Class Meetings

Introduction: Class meetings are an opportunity to talk about classroom concerns and make decisions about issues of practical importance.

Tips

Classroom Meetings Steps

- ✓ Introduction
- ✓ Circle
- ✓ Compliments & Appreciations
- ✓ Agenda

Circle: Create a positive atmosphere where students trust that they can talk openly about issues, be heard, problem solve, and seek flexible solutions to their concerns. A circle arrangement breaks down barriers and creates an open grouping, reminding students that the meeting is different from their daily school experience.

Compliments and Appreciations: Start the meetings positively by inviting students to use positive "I" messages to let other students know what they have done that is appreciated. The first class meeting should be used to teach students how to be positive with each other. Teaching students to show appreciation and give compliments sets a positive tone to start classroom meetings.

Agenda: Provide a notebook (or suggestion box) for agenda items. Students and teacher can put their concerns on the agenda during the course of the week. The only items handled during a class meeting are those that have been written in the agenda book before the meeting.

Reflection

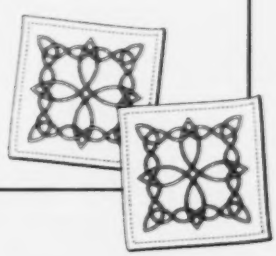
How might classroom meetings satisfy student needs for:

belonging?

responsibility?

choices?

How might classroom meetings meet my needs?



Communication Skills: Active listening skills and "I" messages support good communication during a class meeting. Time spent teaching these skills will pay dividends in the long term. Classroom meetings provide an excellent opportunity to teach good communication skills as they are essential to successful interaction.

Problem Solving: The process of problem solving helps students understand their role of responsibility within the classroom. Brainstorming skills need to be taught to students and role-playing helps students learn and practice these new skills. Once learned these new skills will help them with problem solving in other situations outside the classroom setting.

Logical Consequences: Modelled conflict resolution skills and alternative methods to problem solving teach students to find non-punitive solutions to problems encountered during class meetings. Students are encouraged to focus on using logical consequences instead of punishment to understand that consequences need to be related, respectful, and reasonable.

Challenging Behaviour

From verbal abuse to physical assault, teachers are having to manage angry, out-of-control students. Today, teachers need effective techniques to manage aggressive behaviour.

Challenging behaviour exists along a continuum from passive to acting out. In order to be effective in dealing with challenging behaviour teachers must match their response to the individual student. The strategies mentioned on the previous pages encourage and empower all students. However, behaviour that escalates to acting out creates a unique set of challenges that must be dealt with to ensure the care, welfare, safety and security of everyone.

Angry, acting-out students present a unique set of challenges. Anger is a powerful emotion that can consume a person and lead to aggressive, acting-out behaviour. It is important to realize that an angry person is just a moment away from becoming physically aggressive. As a general rule, there are two ways a person will vent his or her aggression or hostility: verbally and physically. Clarification of this point is important because when we are dealing with an angry student our goal is to de-escalate the behaviour before the person becomes physically out of control.

Occasionally, a person will overreact and attempt to use a "hands on" (physical intervention) approach to calm an angry individual. This reaction may make the situation worse and cause "physical acting-out" behaviour. An

appropriate analogy is throwing gasoline on a fire to put the fire out. It does not work, and makes matters more difficult to manage. On the other hand, utilizing verbal interventions to safely manage the physically acting-out person can be equally ineffective. Words are an inappropriate means of intervening when a person is hitting, biting or choking. It is like using a squirt gun to douse a bonfire; it is ineffective (Crisis Prevention Institute, 1983).

First principle to remember . . . use verbal interventions with a verbally acting-out person

Use verbal intervention skills to intervene with a verbally acting-out person. However, when the aggression becomes physical, you must also have in your repertoire of skills, safe physical intervention techniques to control the physical acting-out behaviour.

According to the Crisis Prevention Institute (CPI) there are four distinct and identifiable behaviour levels in a crisis situation. By defining each level it is possible to meet each level with an appropriate response to defuse or de-escalate a potential crisis situation. The CPI model of crisis development is meant to serve as a workable intervention guideline. Behaviour is anything but neat and packaged. However, the following behaviour patterns can generally be observed in the development of an acting-out or explosive situation.

The CPI Model of Crisis Development (1983)

Level 1:

Anxious Behaviour

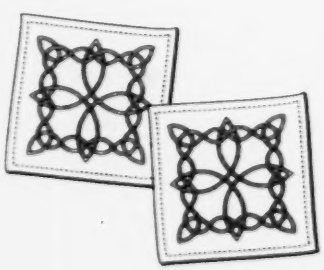
- a change in behaviour often seen as restless, nondirected energy

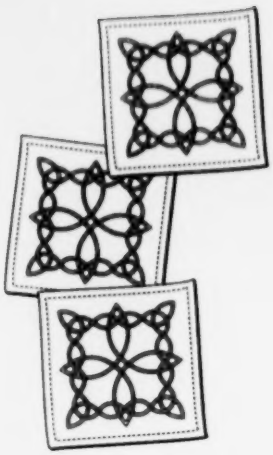
Personal Response

- supportive, empathetic stance that lets the person know that you care and are open to listening to what is bothering the student

Skills Required

- active listening and communication





Level 2:

Defensive Behaviour

- challenge questions, power struggles, belligerence, and intimidation

Personal Response

- directive approach which includes setting clear, simple, reasonable, enforceable behavioural limits

Skills Required

- "I" messages, active listening

Level 3:

Acting Out Behaviour

- a total loss of control involving physical aggression

Personal Response

- non-violent, physical intervention only as a last resort because getting physically involved with an acting-out person escalates the situation and is dangerous to all involved

Skills Required

- evacuation plan, a team approach, and non-violent physical intervention techniques

Level 4:

Tension Reduction

- A physical and emotional "calming down" with a gradual regaining of control

Personal Response

- take time to calm down personally, then adopt a supportive, empathetic stance to re-establish rapport

Skills Required

- active listening and communication

Adapted from Crisis Prevention Institute, 1983

When dealing with an angry student, it is critically important that we are attuned to our own emotions.

Awareness is the first step to effective management of an angry student. First, and most importantly, we need to be aware of our own reactions and behaviour. This personal awareness can help us avert a potential physical confrontation and protect ourselves and those involved. Typically, there is a noticeable increase or change in both verbal (what and how something is said), and non-verbal (body language) behaviour before physical aggression. This anxious behaviour is often observed as non-directed energy and can clearly tell you that something is wrong with the student. When dealing with an angry student, it is critically important that we are attuned to our own emotions. Our response can unintentionally increase the likelihood of a physical confrontation or de-escalate a potential crisis situation (Berry, 1993).

Seven Principles For Effective Verbal Intervention

(Crisis Prevention Institute, 1983)

1. **Remain calm.** Remember, the verbally escalating person is beginning to lose control. If the person you are intervening with senses you are losing control, the situation will escalate. Try to keep your cool even when challenged, insulted or threatened.

2. **Isolate the individual.** Onlookers, especially those who are peers of the verbally escalating person, tend to fuel the fire. They often become cheerleaders, encouraging the individual. Isolate the person you are intervening with. You will be more effective one on one.

3. **Keep it simple.** Be clear and direct in your message. Avoid jargon and complex options.

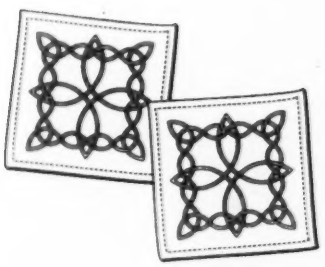
4. **Watch your body language.** Be aware of your space, posture, and gestures. Make sure your non-verbal behaviour is consistent with your verbal message.

5. **Use silence.** Ironically, silence is one of the most effective verbal intervention techniques. Silence on your part allows the individual to clarify and restate. This often leads to a clearer understanding of the true source of the individual's conflict.

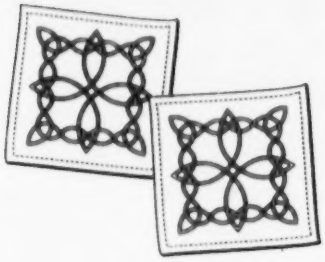
6. **Use reflective questioning.** Paraphrase and restate comments. By repeating or reflecting the person's statement in the form of a question, you'll help the person gain valuable insight.

7. **Watch how you communicate.** Two identical statements can have completely opposite meanings depending on the tone, volume and cadence of your voice. Make sure the words you use are consistent with voice inflection to avoid a double message.

Note: "Ten Tips for Crisis Prevention" is provided for you in Appendix B.



Moving Forward



The development of responsible, strong students is a process of understanding, sharing, and compassion - thinking "our classroom" rather than "my classroom". It is opening the boundaries to include all who contribute to the learning communities in our schools - educators, students and parents. It is moving from doing things TO students or FOR students, to doing things WITH students.

Classroom meetings, developing our social contracts, and deciding on the best rules and consequences for our group are ways we can do things together with students. Students who feel they belong to the group, that they have some power in real decision making, have some freedom through choices, and have fun in the process are set to be learners!

Reflection

Teaching in an inclusive classroom ...

I communicate with parents on a regular basis by ...

I pay attention to the social curriculum by ...

I adapt my existing practice to incorporate cooperative learning groups by ...

Social contract development and classroom meetings make the classroom more inviting to students because ...

I will check into the following key resources:

Key Resources

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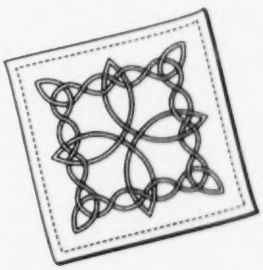

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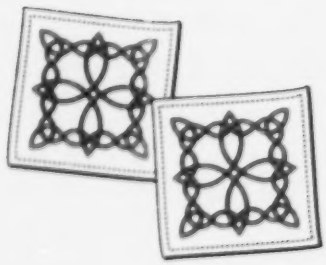

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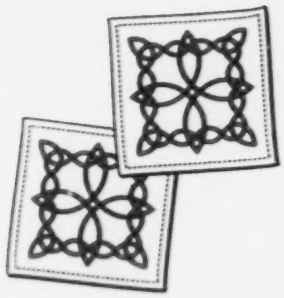
Appendix A



Add the numbers in each column. Each column reflects a particular approach and attitude toward classroom conflict. Look at your totals. In which column did you score highest? Find the corresponding number below and see if the description matches your perception of your attitudes toward conflict.

I	II	III	IV	V
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
T:	T:	T:	T:	T:

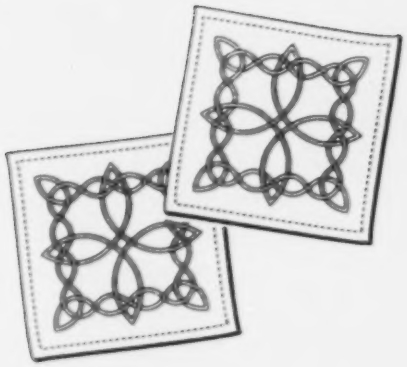
I **No-nonsense approach.** I don't give in. I try to be fair and honest with the kids, but they need firm guidance in learning what's acceptable behaviour and what isn't.

II **Problem-solving approach.** If there's a conflict, there's a problem. Instead of battling the kids, I try to set up a situation in which they can solve the problem together. This produces creative ideas and strong relationships.

III **Compromising approach.** I listen to the kids and help them to listen to each other. Then I help them give a little. We can't all have everything we want. Half a loaf is better than none.

IV **Smoothing approach.** I like things to stay calm and peaceful whenever possible. Most of the kids' conflicts are relatively unimportant, so I just direct attention to other things.

V **Ignoring approach.** I point out the limits and let the kids work things out for themselves. It's good for them, and they need to learn the consequences of their behaviour. There's not a whole lot you can do about conflict situations anyway.



Appendix B

Ten Tips for Crisis Prevention

Be empathic.

Do not be judgemental of the person's feelings. They are real—even if not based on reality. These feelings must be attended to.

Clarify messages.

Listen to what is being said. Ask reflective questions, and use both silence and restatements.

Respect personal space.

Stand at least 1 1\2 to 3 feet from the acting-out person. Encroaching on personal space tends to arouse and escalate an individual.

Be aware of body position.

Standing eye to eye, toe to toe with the acting-out person sends a challenge message. Standing one leg length away and at an angle off to the side is less likely to escalate the individual.

Permit verbal venting when possible.

Allow the individual to release as much energy as possible by venting verbally. If this cannot be allowed, state directives and reasonable limits during lulls in the venting process.

Set and enforce reasonable limits.

If the acting-out person becomes belligerent, defensive, or disruptive, state limits and directives clearly and concisely.

Avoid overreacting.

Remain calm, rational, and professional. How you respond will directly affect the individual.

Use physical techniques as a last resort.

Use the least restrictive method of intervention possible. Employing physical techniques on an individual who is only acting out verbally can escalate the situation.

Ignore challenging questions.

When the acting-out person challenges your position, redirect the person's attention to the issue at hand. Answering these questions often fuels a power struggle.

Keep your non-verbal cues non-threatening.

Be aware of your body language, movement, and tone of voice. The more an individual loses control, the less he will listen to your actual words. More attention is paid to your non-verbal cues.

Crisis Prevention Institute, 1983

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